

**Summary of SB 455 and HB 1042**  
**Pre-filed Dec. 1, 2011**  
**By Sen. David Pearce and Rep. Mike Thomson**

These bills modify the duties prescribed to the Coordinating Board for Higher Education, adding the following provisions:

- The Coordinating Board will require all public two-year and four-year higher education institutions to replicate best practices in remediation, as described in the act.
- The Coordinating Board will also require all public two-year and four-year higher education institutions, by July 1, 2014, to create a statewide core transfer library of at least twenty-five lower division courses across all institutions that are transferable among all public higher education institutions.
- The Coordinating Board must develop a policy to foster reverse transfer between a two-year and a four-year public institution for students who have accumulated enough hours to be awarded an associate's degree.
- The Department of Elementary and Secondary Education must maintain the alignment of its statewide assessments with the existing competencies for entry-level collegiate courses in English, mathematics, foreign language, sciences and social sciences associated with an institution's general education core.
- The Coordinating Board may charge and collect fees from out-of-state public institutions to cover the administrative costs of reviewing and assuring the quality of programs offered in Missouri, including distance education, by out-of-state public institutions.
- The annual report that the Coordinating Board submits prior to the start of the legislative session must include campus-level progression, retention and completion metrics consistent with performance-funding goals. It must also contain a description of progress implementing revised remediation, transfer and retention practices.

**FAQs**

**Q. Why is this legislation needed?**

- A. Missouri must increase the number of its citizens with college degrees if it is to compete globally for jobs in the knowledge economy. The legislation is intended to improve the efficiency with which students progress to graduation by reducing the need for remedial coursework and making credit transfer more efficient.

**Q. How will the legislation accomplish this goal?**

- A. Many students must take remedial classes before they are successful in entry-level college classes. By adopting best practices for remedial coursework, institutions of higher learning will improve the rate at which these students master the basic concepts they need to successfully proceed through college. By requiring a "core transfer library" of courses, transfer students will be able to transfer credit hours between institutions more efficiently. The "reverse transfer" provision of the bill will help students who have completed the requisite coursework to obtain their associate's degree. Aligning K-12 assessments with competencies that have been identified for success in college will help

reduce the need for remediation when students enroll in college.

**Q. Who will be responsible for monitoring compliance with the legislation?**

The Missouri Department of Higher Education will monitor compliance and measure student progression, retention and completion at each institution. The agency will also publish the results in its annual report, along with a description of progress in implementing revised remediation, transfer and retention practices.

**Q. What is a statewide core transfer library and what is it intended to accomplish?**

- A. It is a block of core courses for which all public institutions would agree to accept in transfer from other institutions. The proposed legislation sets a minimum number of such courses, which would be expected to grow over time.

**Q. What is reverse transfer?**

- A. Some students transfer from a community college to a four-year institution before they attain an associate's degree but in the course of their studies acquire enough credits for the degree. A reverse transfer policy would enable the student to acquire an associate's degree from the community college by applying credits that were earned elsewhere.

**Q. Why is the alignment of statewide assessments important, and how is it accomplished?**

- A. About 35 percent of students entering college need to take remedial coursework before they are ready for college-level work. In 2008, the Missouri Department of Higher Education collaborated with K-12 teachers and administrators, representatives from the Department of Elementary and Secondary Education, and academic officers from public and private colleges and universities to determine competencies for college-level coursework. The proposed legislation would require that assessments used by the Department of Elementary and Secondary Education accurately measure the ability to do entry-level college coursework based on the identified competencies.

**Q. Why does the Coordinating Board need to charge and collect fees from out-of-state public institutions for reviewing programs offered in Missouri?**

- A. The growing popularity of distance education has resulted in out-of-state institutions offering academic programs to Missourians; it is the statutory role of the CBHE to review programs to ensure their academic quality. Many hours of staff time by the Department of Higher Education are required to do this. This provision of the proposed legislation would allow that expense to be covered by the out-of-state institution instead of Missouri taxpayers.